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ABSTRACT

This bibliography lists writings on correspondence education originally collected for use in staff training and provides examples of the thoughts and experiences of practitioners, as well as of courseware and administrative material. Some emphasis is given to the theory and practice of student attrition. Entries are arranged by author, topic, and country. Author listings are coded for market level, e.g., adult, junior college, university. Author and country listings are coded by topic headings, and author and topic listings are coded by country headings. (DAG)

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CATALOGUE
of Material relating to
CORRESPONDENCE

Education
with Stress on
ATTRITION

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PREFACE

Prior to 1960, those involved in correspondence education were very involved and personally committed. Recent 'discovery' of the medium has led to considerable expansion involving larger numbers of teachers and administrators. Their training, in most cases, has consisted of trial-and-error application of methods successful in other media, with much armchair philosophizing. Although so much of the work done in the 'external-studies' field has not been documented, there is, nevertheless, a rapidly growing body of literature available to those who are interested.

With the rising clamour for accountability, it is doubtful that educationists will be excused if they fail to recognize and draw upon the experience of others. We have enjoyed the relaxation of public purse-strings and the opportunities to innovate and to experiment. It is now time to evaluate and consolidate.

I perceive a trend away from the belief that perfection of courseware and expansion of face-to-face opportunities will solve all of the failures of the correspondence mode. I believe that the mode does not, and will not, appeal to or suit all potential students at all times for all subjects. If this be so, it is vital that institutions, and particularly their students, recognize the match or mis-match, so that there can be a concentration of energies where there is likely to be the greatest chance of success. I am not advocating the denial of the medium to any; instead, I support the earliest recognition of unsuitability to reduce the wasted efforts and frustration of students. The marginal cost to an institution of an additional correspondence student is slight, but the cost to the unsuccessful student is heavy.

The following listing is not intended to be a bibliography of writings on correspondence education. It arose from a set of examples accumulated for use in staff training; examples of the thoughts and experiences of practitioners, as well as of courseware and administrative material. To this was added results of a personal need to learn about the theory and practice of student attrition. This catalogue lists only that material which was available to me in Sydney without a great deal of research.

CODING - Topics

As well as the listing by topics, in the second section, author entries and country listings have been coded by topics. It was not intended that this coding be exhaustive. Codes were assigned where extracts were relevant to selected topics. Naturally, there has been a degree of topic-overlap resulting in excessive listing.

A	Administration
B	Bought Courses
C	Correspondence Teaching
D	Accreditation
E	Enrolment Statistics
F	Finance, Policy & Planning
G	Glossary (Terms)
H	Historical & Descriptive
I	Introductory & General Works
J	Cooperation & Coordination
K	Bibliographies
L	Learning Material
M	Manuals - Staff
N	Newsletters
O	Offerings - Courses
P	Production
Q	Preliminary (to enrolt.)
R	Residentials & Study Centres
S	Samples - Learning Material
T	Tutorials & Practical
U	University Extension
W	Wastage & Attrition
X	Motivation - Enrolment
Y	Requirements - Enrolment
Z	Student Characteristics

CODING - Countries, States, & Institutions

As well as the listing by countries, in the third section, author entries and (where more appropriate than market-level) topic listings have been coded by countries. Codes were assigned on the basis of content rather than upon source. Separate codes were given to Australian states and to those institutions of which much has been written.

a	Australia	A
ac	College of External Studies & other NSW	AC
ag	Algeria	Ag
al	Alaska	Al
am	Mitchell College of Advanced Education	AM
an	University of New England	AN
aq	Queensland	AQ
ar	Royal Melbourne Institute of Technology	AR
as	South Australia	AS
at	Tasmania	AT
au	Austria	Au
av	Victoria	AV
aw	Riverina College of Advanced Education	IW
ax	Western Australia	AX
az	University of Sydney	AZ
b	Bothswana	B
bl	Belgium	Bl
bz	Brazil	Bz
c	Canada	C
d	Denmark	D
e	England	E
en	National Extension College	EN
eo	Open University	EO
et	Ethopia	Et
f	France	F
fj	Fiji	Fj
fn	Finland	Fn
g	Germany	G
gh	Ghana	Gh
i	India	I
ir	Iran	Ir
it	Italy	It
j	Jamaica	J
jp	Japan	Jp
k	Kenya	K
m	Malawi	M
ms	Malaysia	Ms
n	New Zealand	N
ng	Nigeria	Ng
no	Norway	No
nt	Netherlands	Nt
p	Poland	P
pr	Portugal	Pr
q	Papua New Guinea	Q
r	USSR	R
rh	Rhodesia	Rh

s	Sweden	S
sa	Samoa	Sa
sp	Spain	Sp
sw	Switzerland	Sw
t	Tanzania	T
th	Thailand	Th
tk	Turkey	Tk
u	USA	U
ug	Uganda	Ug
v	Venezuela	V
w	World	W
z	Zambia	Z

CODING - Market Level

Whilst not wanting to encourage the stratification of education, the level of students' aspirations is relevant to administrative and educational solutions. Not only has there been considerable overlapping, some very arbitrary decisions have been made on the basis of uncertain personal definitions. This was especially the case with "adult, continuing, further, and junior college". Even given precise and clear definitions, I do not have the knowledge to accurately classify; these codings, then, must be taken as only crudely indicative. Whilst not the subject of a separate section-listing, market-level codings have been given after author entries in the first section, and as sub-classification of topics where more appropriate than classifying by country.

a	Adult
c	Continuing
f	Further
g	General
j	Junior College
	Community College
	CAE
p	Private
s	School
t	Technical
u	University

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